## Program Description/Textbook or Print Instructional Material

| | | | |
|---|---|---|---|
| **Vendor:** | **Glencoe/McGraw-Hill** | **Web Address:** | **http://www.glencoe.com** |
| **Title:** | **AUTOMOTIVE EXCELLENCE, VOLUME 1** | | |
| **Author:** | **Glencoe** | **Copyright:** | **2004** |
| **ISBN:** | **0078600154** | **Course/Content Area:** | **AUTOMOTIVE SERVICE** |
| **Intended Grade or Level:** | **9-12** | **Readability Level:** | **7  Fry** |
| **List Price:** | **N/A** | **Lowest Wholesale Price:** | **30.00** |

Level of Accommodations (Level One, Two or Three)

If Level Two or Three, please provide rationale for not meeting Level One Compliance:  The cost of compliance at any level is too high given the low enrollment in this curriculum area..

**FEATURES\***

**\*DISCLAIMER**:  The features of each book or program were developed by the publisher and do not reflect the opinion of the State Textbook/Instructional Materials Review Team, State Textbook Commission, or the Kentucky Department of Education.

#### Content

*Automotive Excellence, Volume 1*, presents the concepts and content of an automotive course preparing technicians to pass ASE Certification tests.  Automotive Excellence is correlated to both the Technical and Academic NATEF Standards.  Volume 1 content includes Brakes, Electrical & Electronic systems, Engine Performance, and Suspension & Steering.

#### Student Experiences

*Automotive Excellence* is designed to help students of varying ability levels develop their technician skills.  The concise lesson narrative, clearly defined topic headings, line drawing and photos help students bridge the gap between abstract and concrete.  Students will be interested and actively involved in diagnostic problem solving and applying their skills using Job Sheets.  The text features, Mathematics (Science and Communication) offer opportunity for students to learn and apply Academic NATEF Standards.  Knowledge Check after each Section allows students to gauge their own mastery of lesson content.

#### Assessment

*Automotive Excellence* includes a variety of assessment instruments to support instruction.  Each Section ends with Knowledge check for student self-assessment.  Each Chapter ends with Review where students answer objective and critical thinking questions.  Every Chapter also ends with a 10 question Test Prep, similar to the ASE certification test.  The instructor has more formal testing tools, both Chapter Tests in the Instructor Resource Guide, and **Exam***View*® test generator on the Instructor Productivity CD-ROM.  Both instructor and student obviously have one other assessment tool: whether or not they can diagnose an auto problem and repair it.

#### Organization

Each volume of *Automotive Excellence* contains 5 Parts: the Handbook including The Automotive Industry, Automotive Safety Practices, and Automotive Tools and Equipment; and the 4 automotive systems, each in its own Chapter.  Each Chapter/automotive system has clearly defined You'll Be Able To:, Terms to Know, and The Problem>Your Challenge, an opportunity for students to diagnose a problem.  Each Section within a Chapter ends with a Knowledge Check.  Features like Safety First and Tech Tip add interest.  The Chapters end with Review, Workplace Know-How and an ASE Test Prep.  Each Chapter is color-coded, self-contained, with numeration of pages within the system also self-contained.  A complete Glossary and Index complete the volume.

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**Resource Materials**
- **Gratis Items To Be Provided And Under What Conditions**

Free, 1 Per Teacher: Instructor Resource Guide, Transparency Package, Instructor Productivity CD-ROM

- **Available Ancillary Materials**

All Items Listed Above as Gratis Items

**RESEARCH DATA/EVIDENCE OF EFFECTIVENESS\*\***

**\*\*DISCLAIMER**:  The Research Data/Evidence of Effectiveness was provided by the publisher and do not reflect the opinion of the State Textbook/Instructional Materials Review Team, State Textbook Commission, or the Kentucky Department of Education.

Research Data

These student texts are the key components in the only automotive program specifically designed to address both the technical and academic standards defined by the National Automotive Technicians Education Foundation (NATEF).  This is the organization that oversees ASE (Automotive Service Excellence) certification.  While the NATEF standards provided the standards structure for the program, the focus and depth of coverage was determined by a carefully selected team of award-winning secondary and post-secondary automotive instructors.  Research was intense, consisting of face-to-face meetings between editors and the automotive instructors to determine subject breadth and detail.  The writers, accomplished automotive writers with deep knowledge of their specialized subject areas, conducted their own verifying research.  The instructors reviewed the manuscript at key stages to assess the accuracy of the information presented in the text ad the graphics.

# Group V - Career/Technical Vocational/Practical Living Education Instructional Materials Evaluation Tool IT Transportation Career Cluster

| | |
|---|---|
| **Title: Automotive Excellence Volume I $30.00** | |
| **Publisher: Glencoe/McGraw-Hill** | |
| **Item Evaluated: Textbook & Instructor's Resources** | |
| **Copyright Date: 2004** | **Evaluator: Tomlinson/Wilson** |
| **Content Level:9-12** | **Date of Evaluation 7/30/03** |

| **Level of Alternative Format** | Level 1 – Full Compliance | Level 2 – Provisional Compliance | Level 3 – Marginal Compliance |
|---|---|---|---|
| This section completed by Exceptional Children Services | | | |

**Overall Strengths and/or Weaknesses**

**Disclaimer:** Comments on the strengths and/or weaknesses of each book, material or program were written by members of the State Textbook/Instructional Materials Review Team and reflect their opinions . They do not reflect the opinions of the State Textbook Commission nor the Kentucky Department of Education. In addition, the State Textbook/ Instructional Materials Review Team completed each evaluation form during the week of July 28-Aug. 1, 2003. In order to maintain the integrity of the of the review team's comments, editing was limited to spelling and punctuation.

| **Recommendations:** |
|---|
| **X** Recommended by reviewers to State Textbook Commission |
| ☐ Not recommended by reviewers to State Textbook Commission |

**Publisher's Explanation of Reviewer's Comments:** By action of the State Textbook Commission, publishers are provided limited space, 150 words, to respond to what they may consider factual errors made by the reviewers in the evaluation.

| Title: Automotive Excellence Volume I | Publisher Glencoe/McGraw-Hill |
|---|---|

| Technology Management Summary Data: | 20 possible points | _____16_____ points earned |
|---|---|---|

Technology Management Comments:

| Technology Presentation/Interface Summary Data: | 36 possible points | _____33_____ points earned |
|---|---|---|

Technology Presentation/Interface Comments:

| Content Summary Data: | 84 possible points | _____33_____ points earned |
|---|---|---|

Content Comments:

| Instruction & Management Summary Data | 52 possible points | _____44___points earned |
|---|---|---|

Instruction & Management Comments:

| Organization & Structure Summary Data | 36 possible points | _____35_____ points earned |
|---|---|---|

Organization & Structure Comments:

| Resource Material Summary Data | 40 possible points | _____22_____points earned |
|---|---|---|

Resource Material Comments:

# Group V - Career /Technical & Vocational/Practical Living
## Electronic Instructional Media Review Form
## Stand Alone/Independent or Integrated Software for IT Transportation Career Cluster

| Equipment (circle or change fill color) | Grade Level (circle or change fill color) | Audience (circle or change fill color) | Format (circle or change fill color) | Cost _____ |
|---|---|---|---|---|
| **Windows** | Primary | **Individual** | Stand Alone/Independent | |
| Macintosh | Intermediate | Small Group | **Integrated** | |
| **CD-ROM** | Middle | Large Group | Supplemental | |
| DVD | **High** | | In lieu of basal test | |
| Sound | | | | |
| Other | | | | |

If other, explain

**Cost** _____

| | |
|---|---|
| _____single copy | _____site license |
| _____network version | _____school version |
| ____lab pack of ___ copies | _____online |

| Type of Software: Check all that apply | __X___Simulation | _____Management | _____Interdisciplinary | _____Problem Solving | __X__Tutorial |
|---|---|---|---|---|---|
| | _____Exploratory | _____Creativity | ___X_Drill and Practice | ___X__Critical Thinking | _____Utility | _____Other: |

| Rating Scale: | 3—Some of the time | 1—None of the time |
|---|---|---|
| 4—All or the time | 2—Minimally | 0— Not applicable |

| Management | Rating |
|---|---|
| Allows customizing for individual learning needs. | 4 |
| Allows students to exit and resume at a later time. | 4 |
| Keeps a students performance record, where needed. | 0 |
| Allows control of various aspects of the software (e.g., turning sound off). | 4 |
| Allows for printed reports. | 4 |
| Comments: | **Total** **16** |

| Presentation/Interface | Rating |
|---|---|
| Presents material in an organized manner. | 4 |
| Has consistent, easy-to-use, on-screen instructions. | 4 |
| Has developmentally correct presentation format. | 4 |
| Adapts to different learning environments (learning styles/multiple intelligences, etc.) | 4 |
| Accessible for special needs students. | 4 |
| Runs smoothly, without long delays. | 0 |
| Presents easy-to-view text and graphics. | 3 |
| Presents easy-to-hear and understand sounds. | 3 |
| Avoids unnecessary screens, sounds, and graphics. | 3 |
| Provides immediate, appropriate feedback. | **4** |
| Comments: | **Total** **33** |

| Content—IT Transportation Career Cluster | Rating |
|---|---|
| Brake Systems/Lab | 4 |
| Automatic Transmission/Lab | 1 |
| Manual Transmission/Lab | 1 |
| Engine Repair/Lab | 1 |
| Computer Systems &  Diagnosis/Lab | 4 |
| Basic Automotive Electronics/Lab | 4 |
| Electrical Systems/Lab | 4 |
| Introduction to Auto Body | 0 |
| Industrial Safety | 3 |
| Painting and Refinishing/Lab | 0 |
| Non-Structural Analysis and Damage Repair/Lab | 0 |
| Structural Analysis and Damage Repair/Lab | 0 |
| Mechanical Concepts | 3 |
| Fluid Power/Lab | 4 |
| Fuel Injection/Lab | 4 |
| Introduction to Small Engine Repair | 0 |
| Basic Small Engine Theory/Lab | 0 |

| Instruction and Assessment | Rating |
|---|---|
| Identifies a Sense of Purpose | 4 |
| Builds on Student Ideals | 3 |
| Engages Students | 4 |
| Develops Computer Maintenance Ideas | 0 |
| Promotes Student Thinking | 3 |
| Assesses Student Progress | 4 |
| Enhances The Learning Environment | 3 |
| Reading level is appropriate for interest and ability level of intended student group; level remains consistent throughout. | 4 |
| Commonwealth Accountability Testing System (CATS) "like" Assessment is provided | 4 |
| Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included. | 3 |
| Includes activities and opportunities for integration of technology. | 4 |
| Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations) | 4 |
| Differentiation techniques and activities suggested. | 4 |
| Comments: | **Total**<br><br>**44** |

| Rating Scale: | 3 – Some potential for learning | 1 - Not present |
|---|---|---|
| 4 – High potential for learning | 2 – Little potential for learning | 0 – Not applicable |

| Organization and Structure | Rating |
|---|---|
| Organization is logical and allows for spiraling of content. | 4 |
| Vocabulary and key terms are clearly defined and easily accessible within each lesson. | 4 |
| Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related. | 4 |
| Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities). | 4 |
| Legible type, length of lines, spacing, and page layout and width of margins contribute to overall appearance and use. | 3 |
| Student materials seem durable and conducive to daily use. | 4 |
| Includes sufficient glossary, index and appendices. | 4 |
| Employs accurate grammar and spelling | 4 |
| Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies. | 4 |
| Comments: | **Total** **35** |

| Resource Materials | Rating |
|---|---|
| Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated) | 4 |
| Activities are included that adapt to the various learning styles, intelligences, and interest/ability levels. | 4 |
| Extension activities including adaptations and accommodations for students with special needs. | 1 |
| Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and/technology and references (e.g. solution manuals, study guides) | 4 |
| Suggestions are made for integration of themes and /or interdisciplinary instruction. | 3 |
| Integration opportunities suggested and examples given. | 1 |
| Teacher resources are available online. | 1 |
| Online resources available – Repeat of information in text. | 1 |
| Online resources available – Practice skills only. | 1 |
| Online resources available – New application materials. | 1 |
| Comments: | **Total** **22** |

| Rating Scale: | |
|---|---|
| | 2—Minimally |
| 4—All or the time | 1—None of the time |
| 3—Some of the time | 0— Not applicable |